**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Problem Solving: Try, Check, and Revise  Students may have trouble remembering to line up the items being measured. Be explicit about this! Show examples and non-examples and discuss why lining up items is important for accuracy. | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Remind them of our last lesson on measuring length.  Topic Opener video | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| 1. Vocabulary: size, longer, longest, shorter, shortest, measure, as long as, equal, about the same, compare, order, line up, estimate 2. Using pencils of different lengths, compare two pencils at a time, using the vocabulary listed above. Be sure to explain that the pencils must be lined up to compare. Give examples and non-examples. After doing several comparisons, have students start making comparisons. Use follow-up questions like, “How do you know that?” Be sure to have several students answer encouraging different language (longer, shorter, etc.) | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Materials: Yarn of different colors cut into different sizes. Cuisinaire rods would work well for this also and don’t require any cutting! However, the use of yarn links this concrete exercise to the video and student page. For example, all the green are cut to one length, the red to another length. Have students compare their yarn to the person across from them. Have the person with the shortest yard stand up. The longest yarn. Have partners who have yarn that is the same size stand up. Then have students compare with 2 other students. Go through the same questions. Then have them line them up from shortest to longest.  Use the student page. All students will need 4 pieces of yarn cut in different sizes. Follow lesson plan. After students have ordered their pieces of yarn from shortest to longest, tape them down for them. Students will order them top to bottom, shortest to longest, and bottom to top, shortest to longest. Be sure to ask them their thinking to make sure they understand how they ordered them. Have 2 students who did it differently share with the document calendar. | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| Follow lesson plan to complete the back side of the student page. Complete the first side with them. Have them complete the second side independently, watching for understanding and having students explain their thinking whether they completed it correctly or incorrectly. |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| In centers, have a measurement area with various items to be measured. Place different non-standard measurement tools in it. The items to be measured and the non-standard measurement tools can be varied week by week. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Checking the students during independent practice will be a good informal formative assessment, and you can also do the topic assessment at the end of the topic. |